

Various Manifestations of Phonetic Interference

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Abstract: The article examines the violation of the language norm that manifests itself in foreign language speech at all levels. At the same time, researchers as the most significant recognize negative phonetic interference. A foreign accent, as a direct result of interference, the signs and effects of which have not yet been sufficiently studied, plays an important and often underestimated role in oral intercultural communication.

Keywords: phonetic interference, accent, pronunciation, perception of speech, foreign language, non-native language.

Introduction. Violations of the language norm are manifested in foreign language speech at all levels. However, negative phonetic interference is recognized by researchers as the most striking.

A foreign accent, as a direct result of interference, the signs and effects of which have not yet been sufficiently studied, plays an important and often underestimated role in oral intercultural communication.

Interference at the phonetic level (phonetic interference) refers to the distortion of the secondary language system and its norms as a result of the interaction in the speaker's mind of phonetic systems and pronunciation norms of two or sometimes more languages, manifested through the interference of auditory pronunciation skills formed on the basis of interacting systems [1].

Literature review. Among the studies in this field, the most significant are the studies conducted by scientists L. V. Bondaroko and L.A. Verbitskaya, "Interference of sound systems", as well as the work of N. A. Lyubimova "Phonetic interference". N. A. Lyubimova says that the production and perception of speech in a non-native language "are not consistent according to code with the system of this language. Speech generated in a non-native language, even with a sufficiently high level of proficiency in it, is usually not phonetically strictly sustained in accordance with the requirements of the system and the norms of this language" [2]. Thus, the concept of a norm for pronunciation in a foreign language is relative.

Phonetic interference occurs both in the perception and in the production of speech, manifesting itself in violation of the hierarchy of language systems and the interaction of auditory skills in speech in the language of the secondary system. Auditory skills are formed in accordance with the system and norm of a given language [2].

I. A. Zimnaya notes that there is no simple transfer of the auditory control mechanism from speaking in the native language to speaking in a foreign language, while the type of speech control in a foreign language is formed in the process of mastering speech and depends on the methodology and learning conditions [3]. It is also impossible to purposefully form a kinesthetic connection from the outside in the process of learning a foreign language, because hearing performs the controlling function and it is auditory feedback that lends itself to formation. Thus, one of the main problems is the fact that the phonetic aspect of the language is least amenable to conscious control. A similar conclusion was reached by foreign researchers. F.H. Koehler, when

analyzing the causes of interference, concludes that syntactic and semantic structures affect the cognitive level, and phonetic and phonological problems have a psychomotor nature [4].

Discussion and result. Traditionally, phonology distinguishes two levels — segmental and supersegmental. The following are distinguished as segment-level units: phonetic phrase, phonetic syntagma, phonetic word, phonetic syllable and phonetic sound.

A phonetic word is a sequence of sounds united by a single verbal accent, so it is not always identical to a lexical word. A phonetic word, in turn, consists of syllables, and syllables of sounds. Z. N. Japaridze additionally introduces the concept of a phonetically normal word within the framework of the perception of meaningless sound combinations, i.e. words devoid of lexical meaning, but potentially possible from the point of view of phonetics of the language [5]. Phonetic words are combined into phonetic syntagmas by means of syntagmatic stress and intonation.

Intonation and phrasal stress serve to combine syntagms in a phrase. Thus, super-segmental units, such as syllability/non-syllability of sounds, stress and intonation, are superimposed on segmental units, forming an inseparable unity.

Albert M. L. gives the following classification of interference phenomena at the phonetic level, which takes into account not only the level at which it manifests, but also the causes causing this phenomenon [6].

- Phonemic under-differentiation, that is, incomplete differentiation of phonemes of the secondary language system. Uzbeks, for example, do not distinguish the longitude of English vowels.
- Over differentiation in the phonemic composition of the second language.
- Reinterpretation of the differences of the phonemes of the secondary system is a re-decomposition of the differential features of the phonemes of the secondary system. For example, partial palatalization of the English consonants [k], [g], [o] next to the vowels of the front row, distinguished by native speakers of the Uzbek language, but having no phonological significance in English.
- Substitution (actual phone substitution) of speech sounds is the nondiscrimination of irrelevant phoneme features. Uzbek speakers, for example, replace the sign of German consonants fortes — lenis with a sign of deafness — sonority, thus, semi-voiced consonants are equated to deaf consonants.

Thus, a strong perceptive series of the native and/or previously learned language distorts the acoustic reality of the sounds of the new language being studied in perception. This phenomenon designated as interlanguage identification of sounds of another language. Albert M. L. considers substitution to be "the type least exposed to the threat of misunderstanding", as well as over differentiation, while under differentiation, on the contrary, causes "disorientation, even if it is insignificant and compensated by context" [6].

Depending on the set of phonemes in the language being studied, their compounds and sequences, a comparison can be made with those conditions in the source language, while it is necessary to identify positional and combinatorial changes inherent in the languages being compared. The area of alternations also includes various phonetic changes that occur in the flow of speech in words, when these words form groups of words, syntagmas and whole sentences.

The course of the speech flow in different languages may be different. In Uzbek, it clearly breaks up into words, which is emphasized by stress, and in French, on the contrary, words in the flow of speech form rhythmic groups, and the stress is placed only at the end of such a group, there are also no pauses between words.

There are a number of factors that cause changes in the speech flow. These include morphological and syntactic factors. In stressed words, for example, sounds are heard more

clearly, and in non-stressed words they are easier to change. Unstressed vowels, for example, may fall out, as happens with German [e], and new sounds may appear in place of the disappeared sounds; for example, [e] can be replaced by a syllabic sonant: ['leiban] — ['leibm].

The main types of phonetic alternations include: assimilation (assimilation of sounds to each other), dissimilation (assimilation of sounds from each other), accommodation (assimilation of consonant sounds to vowels), reduction (change in qualitative and/or quantitative characteristics of sound), vocalization (transition of sound from the category of consonants to vowels) and loss (disappearance of sound).

Thus, the influence of phonetic interference in syntagmatic terms is manifested in the possible realizations of combinations and sequences of phonemes in different languages and the mutual influence of phonemes in the speech stream.

The main units of the super segment level are stress and intonation. Actually, the concept of "stress" implies verbal and non-verbal stress. Non-verbal accents include syntagmatic, phrasal and logical, related to intonation.

Intonation, as a system of means of organizing coherent sounding speech, includes melodic (movement of the main tone of the voice), non-verbal accents involved in the design of intonation constructions, the transmission of intonation values and the emotional state of the speaker, the pace of speech and pauses.

Intonation is a mandatory characteristic of sounding speech. Speech without intonation is impossible. L. V. Bondarko speaks about the following functions of intonation [7]:

- intonation provides phonetic integrity of speech or its part;
- intonation is used to divide a text or utterance into meaningful and phonetically formed segments;
- intonation conveys the most important communicative meanings: narration, question, motivation, etc.;
- intonation indicates certain semantic and grammatical relations between the utterance units and the utterance itself;
- intonation conveys the speaker's attitude to the statements themselves or the statements of the interlocutor;
- Intonation conveys information about the emotional state of the speaker.

The discrepancy between the rules of verbal stress, the structure of the phonetic word and phrase, the rhythmic and organizational design of speech, other intonation and melodic models of different languages generate stable interference, which can have a significant negative impact on understanding in the communication process.

One of the main differences between natural language learning in comparison with conscious learning is the fact that during natural language learning in ontogenesis, the intonation contour is formed first, on which phonetics; grammar, syntax, etc. are superimposed. Thus, the primary types of speech activity in a child are listening and speaking as ways of realizing a person's communication with other people. The child learns reading and writing at a much later age, and purposeful training is necessary to master them. In addition, it should be noted that reading and writing, in fact, are optional, secondary types of speech activity in relation to listening and speaking and are formed on their basis. Studying a non-native language in adulthood, students immediately encounter all four main types of speech activity, while reading is often ahead of other types and is often interpreted as the most accessible way to get acquainted with a foreign language, while listening (listening) is usually considered the most difficult type of speech activity that requires significant attention and effort from both the teacher and the student.

The collision with reading directly at the initial stage of learning leads us to the need to consider

such a phenomenon as graph-phonetic interference. This type of interference has a number of significant differences from the previously considered types of phonetic interference, since it is based not on auditory, but on visual perception.

The presence and establishment of graph-phonemic connections in a person's mind is an important factor in mastering a foreign language. A grapheme is an implementation of a phoneme in the written form of a language. Some researchers consider this type of interference more broadly, extending to spelling per se (single-split spelling, use of lowercase and uppercase letters, etc.) and punctuation (use of punctuation marks in the text), however, in this paper we will consider only interference at the graph level.

The close connection between phonetics and graphics, perception and production of foreign language speech is confirmed by the fact that in order to consolidate a certain sound in consciousness, a simple imitation that does not require attribution to certain categories is not enough, in order to move to the phonemic level, a definition of a particular sound as a letter is required [8].

It is also worth clearly distinguishing speech defects from phonetic errors, such as lisp, burr, stuttering, etc., which are the subject of correctional pedagogy, and not linguodidactics, because their appearance in speech is in no way related to the language used by the speaker.

Phonetic errors in a non-native language are often equated with a foreign accent. However, in connection with the above thesis, we cannot put an equal sign between an accent that does not affect the understanding of speech and a phonetic error that distorts the meaning of a statement.

V. A. Vinogradov defines an accent as "a special kind of deviation from the literary norm that occurs in a situation of bilingualism and is characterized by the presence of a supernorm that regulates the language use of a bilingual who resorts to the second language". Under the term "supernormal" V. A. Vinogradov understands "the imposition of the norm of the primary language on the norm of the secondary" [9].

Based on the above, it should be said the following: phonetic errors and foreign accent, although they are based on interference as a generative force, are phenomena of different order. A foreign accent is a much more complex phenomenon and less amenable to correction than phonetic errors resulting from insufficient mastery of the norms of the language being studied. Phonetic errors can be classified and the reasons for their appearance in the speech of a foreigner can be identified. Doing the same with a foreign accent seems more difficult.

Conclusion and recommendation. Thus, the following conclusion can be drawn. Pronunciation errors range from changing the tones of phonemes, simplifying intonation and stress, depriving pronunciation of its subtle national features, but not changing the meaning (foreign accent), to changing the qualitative and quantitative features of phonemes, shifting stress and distortion of intonation, leading to misunderstanding and creating semantic difficulties (phonetic/phonological errors).

It would also be advisable to distinguish phonological errors arising from the under differentiation of the phonemic composition of the studied language, and phonetic errors, as a consequence of substitution and differences in the articulatory structure of the language. Phonetic errors, which to a certain extent constitute an accent, do not have a significant impact on the communication process, and the carrier will recognize a phonetically incorrect word pronounced out of context, while phonological errors lead to the fact that a word out of context cannot be recognized with certainty by the carrier.

Thus, the lack of breath in German explosive consonants does not affect the recognition of the word, but such pronunciation will surely be interpreted as phonetically incorrect and considered one of the signs of a phonetic accent. Non—discrimination, for example, of the longitude - brevity of English vowels or palatalization of Uzbek consonants will not allow unambiguously differentiating words that differ in this feature (minimal pairs of words). Phonetic errors at the

supersegmental level are also a consequence of interference of phonetic systems and can also have a strong influence on the communication process, up to the lack of mutual understanding between communicants. However, the consistency and predictability of phonetic speech disorders in a non-native language make it possible to eliminate errors when using conscious reliance on the native language.

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